DOCUMENT RESUME

ED 398 102 SO 026 330

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TITLE "The State of Chihuahua", Lesson Plan for "Cultural Unit: Focus on Mexico."
SPONS AGENCY Center for International Education (ED), Washington, DC.
PUB DATE Oct 94
NOTE 5p.
PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Area Studies; Culture; Environment; Foreign Countries; Industry; *Latin American Culture; *Latin American History; *Latin Americans; Secondary Education; Social Studies; *Tourism
IDENTIFIERS *Mexico (Chihuahua State); Montana

ABSTRACT

This lesson plan was designed for students in Montana schools. The objectives for this culture unit are having: (1) students recognize the similarities between their home stat of Montana and the Mexican state of Chihuahua; (2) students learn about features unique to Chihuahua; and (3) students create an advertising brochure marketing Chihuahua to tourists. There is a list of materials needed for this lesson, as well as an evaluation procedure based upon completion of the brochure. (EH)

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ED 398 102

"The State of Chihuahua"

Lesson Plan

for

Cultural Unit: Focus on Mexico

Project for

Fulbright Commission

submitted

by

Marianne Llewellyn

Oct. 15, 1994

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OBJECTIVES:
Students will
--recognize similarities between their home state of Montana and the Mexican state of Chihuahua.
--learn about features unique to Chihuahua.
--create an advertising brochure marketing Chihuahua to tourists.

Strategies:

A) Pre-lesson strategies (set-up):

Have students brainstorm around the dominant industries in Montana, past and present. Questions and discussion should include the following areas.

1. Native Americans and related history and their current situation.
2. the mining heritage (Butte and Red Lodge, extractive industry).
3. the agricultural development of Montana.
4. the ranching tradition.
5. tourism: Cook City Pass, Going to the Sun Highway, National Parks, and recreational features. List historical sites/buildings. Discuss time period the state history covers.
6. Discuss the physical features and related weather patterns influencing local industries.

B) Lesson:

1. Have students brainstorm for general impressions of Mexico.
2. Pass out a map of Mexico highlighting the state of Chihuahua.
3. Have them outline the state of Chihuahua on the map. Using the map, have them make assumptions about Chihuahua.
4. Pass out a set of questions relating to Chihuahua that they can answer from the map and from watching a video about Chihuahua.
5. Have them compare and fill in information on questions.
6. Have them evaluate their assumptions-were they correct or not and on which points?
7. Have them compare and fill in information in small groups. Let them create a brochure advertising Chihuahua and its attractions in Spanish.
8. Have them share this with the 1st year Spanish class.

Materials:
List of questions to be answered while viewing video.
A map of Mexico from any recent Atlas
Video: *Chihuahua: Grandeza de Mexico* (1993). Video Communication: Chih., Chih., Mexico.
Paper/Pens for Brochures

Evaluation:
Each group should have completed a brochure with relevant information and visuals. Changes and corrections should be made at this point. Grades assigned when completed.

Publication:
Set up a display to be shared with other classes.

NOMBRE:

Questions to be answered from video:

1. What is Hidalgo know for?

2. What is Pancho Villa known for?

3. Describe Divisadero.

4. What unusual land formations are a unique feature in the state?

5. Name one of the primary Native American groups in the state.

6. What are the major industries in Chihuahua?
a)

b)

c)

7. What is mined there?

8. What religious group migrated and settled there?

9. What religious tradition is strongest in Mexico?

10. Which country invaded Mexico and was defeated by Benito Juarez?

11. What aspects of Chihuahua resembled aspects of Montana?